

Programme 109.†

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(September to December, 1927.
January to March, 1928, overseas.)

Parents' National Educational Union. The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM III.

PUPILS' NAMES

Bible Lessons.

The Bible text (as given in book used) must be read and narrated.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 127-178. (Selections from *Ezra*, *Nehemiah*). *The Saviour of the World*,* Vol. V. (P.N.E.U. Office, 3/-), pp. 1-63, with Bible passages from index.

The Acts, chapters 1-4. Read from *The Acts of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp. 1-64.

Optional : (a) S.P.C.K. *Bible Atlas* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 123-152. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 2/6), pp. 58-73, with lessons on Advent and Christmas.

For Sunday Reading (optional) :

(a) *The Conversion of the English*, by H. Curtois (S.P.C.K., 6/-), pp. 1-64. (b) *John Williams the Ship-builder*, by Basil Mathews (Oxford Press, 2/6). (c) *The Roll Call of Honour*, by A. T. Quiller-Couch (Nelson, 1/9), pp. 179-261. (d) *Adventures in Engineering* (Collins, 1/9), pp. 1-94.

† The 109th term of work set since the Parents' Union School began.

Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 or 9. Design Christmas cards.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1927). Hymns: *Songs of Praise* (Oxford Press, 2/6 or 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A *New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *A Midsummer Night's Dream*, and other books set.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

Write, in verse or prose, on (a) some subject under History or Reading taken from the Programme, (b) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems read should be followed.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior Grammar*).

First year: *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 65-94, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9). Second year: *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 9-41.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 247-304, 319-338. Shakespeare's *A Midsummer Night's Dream** (Blackie, Plain text, 6d.). Palgrave's *Golden Treasury** (Macmillan, 3/6). Scott's *Kenilworth** (Nelson, 1/6). Spenser's *Faerie Queene*: *Book I., Canto I. (Oxford Press, 1/6).

English History.

Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 333-396 (1553-1603), chapters 41-47 inclusive. Finish a chart of the 16th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office direct*, 6/- a year). Teacher will find useful *Life and Work of the People of England* (16th Century), by D. Hartley and M. Elliot (Batsford, 4/6).

General History.

Saints and Heroes of the Western World,* by M. O. Davis (Oxford Press, 2/6), pp. 1-39 (A.D. 306-604).

or, *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 158-189 (1547-1603). *Stories from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 184-210.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum: *Babylon and Assyria*,* by D. A. Mackenzie (Blackie, 1/3), pp. 7-29. *British Museum Guide to the Babylonian and Assyrian Antiquities* (Oxford Press, 2/6), and *British Museum Post-cards*, Series 37-39 (Oxford Press, each 1/-), may be used.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 140-162. *Hellas, the Forerunner*,* by H. W. Household (Dent, 3/6), chapters 3 and 4. North's *Plutarch's Lives: Timoleon* (Cambridge Press, 3/6), pp. 1-47. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

Ambleside Geography Book IV,* (Kegan Paul, 4/-), pp. 142-187 (Germany and Austria), with *The Reconstruction of Europe*, appendix to Ambleside Geography Book IV. (P.N.E.U., 9d.). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 215-261. Geikie's *Physical Geography** (Macmillan, 1/9), sections 148-186. Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.¹

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 135-168. *The Study of Plant Life*,* by M. C. Stopes (Blackie, 6/-), pp. 86-103, 123-140. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., fruits and seeds, etc., see *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6). *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used. For holiday study see *Fossils: How they are made and what they tell us* (P.N.E.U. Office, 2½d.).

¹ Overseas members see special leaflet.

General Science.

*A Voyage in Space**, by H. H. Turner (S.P.C.K., 7/6), pp. 138-191. *The Fairyland of Science**, by A. Buckley (Macmillan, 6/-), pp. 52-100.

Picture Talk.

Study, describe (and draw from memory details of) six reproductions* of pictures by Ribera (P.N.E.U. Office, 2/- the set): see the special notes for teachers in the *Parents' Review*, September, 1927, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

French.¹ (See N.B. 3.)

*Nouveaux Pas en Français**, by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 109-149, with grammar and exercises, or, more advanced, *L'Enseignement Littéraire du Français*, by J. Molmy, Part I. (Hachette, 2/6), Lessons 1-6. Read from and narrate George Sand's *Histoire du Vritable Gribouille* (Hachette, 1/6); parse two pages.

Read several poems and learn one from *Recueil de Poèmes**, by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 3.)

*Gradatim** (Longmans, 2/-); translations 91-94, 101, 104, 105 (inclusive), for narration, taking necessary grammar from Sir W. Smith's *Principia Latina, I. (First Latin Course)*, (Murray, 4/-), e.g., sections xxviii., xxxiii., xxxiv.. All Participles of "sum," and the four Conjugations.

German.¹ (See N.B. 3.)

*Primary German Course**, by O. Siepmann (Macmillan, 4/-), Lessons 16-18 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

¹ Schools may substitute the national language.

or, preferably, Italian.¹ (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), work Exercises 11-14, taking only necessary grammar. Learn sentences on p. 218. For narration: five stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic**, (Bell, 2/3), pp. 58-71, or continue. Quick mental exercises. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VI. (Teacher's Book, 1/4).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry. (See N.B. 3.)

*A Shorter School Geometry**, by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 78-83, 86-90.

The School Set of Mathematical Instruments (Macmillan, 1/6).

Algebra. (See N.B. 3.)

*A School Algebra**, by H. Hall, Part I. (Macmillan, 3/6), pp. 3, 4, 6-12, 17-19, 22-27.

Drawing.

Teacher should consult: *Drawing for Children and others*, by Vernon Blake (Oxford Press, 6/-).

Illustrate six scenes from literature. Memory drawings of road-scenes, people or traffic. Studies of winter trees. Quick sketches of children playing or dancing. Studies in beautiful lettering, see *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-), p. 132. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Schubert, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and the September *Parents' Review*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term I.

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 90 and 91 and choose a Christmas hymn. A scene from *A Midsummer Night's Dream*, or, two poems from *The Call of the Homeland*, Part I. (Blackie, 2/6).

¹ Schools may substitute the national language.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Scott's *Kenilworth** (Nelson, 1/6). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 8-39. Francis Drake's *The World Encompassed** (Blackie, 10d.).

(For holiday reading): Kingsley's *Westward Ho!* (Dent, 2/-).

Music.

Choose and learn a suitable composition from the works of Schubert.

Singing.

Christmas Carols, edited by Sir J. Stainer, Series III. (Novello, 1/6). Three French songs, *The Folk Songs of France*, Book I. (Novello, 2/-). For unaccompanied singing: *A Book of British Song*, edited by Cecil J. Sharp (Murray, 2/-); see *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 21-26 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series II. (Ling Association, 11d.). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey. Net ball.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Needlework*, by M. T. Gifford (Nelson, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models, (Ex-students take House of Education models.), (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). Make Christmas presents: seat a stool with sea grass (Dryad Leaflet, No. 43, 6d.). *Toy-making in School and at Home*, by B. K. and M. I. R. Polkinghorne (Harrap, 10/6). Help to make a Toy

Theatre: see *Everybody's Theatre*, by H. W. Whanslaw (Wells, Gardner, Darton, 3/-). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Arrange and act scenes from *Westward Ho!* Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—Pupils should spend two years in Form III. (average ages 12 and 13).

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. Books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single, double lines and squares; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (9d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Describe the journey of the exiles to Jerusalem under Ezra's guidance.
2. Give briefly Nehemiah's account of the building of the walls of Jerusalem.
- II. 1. Describe the events of the Day of Pentecost.
2. Give an account of the healing of the lame man at the Beautiful Gate. What had St. Peter to say to the people who "ran together unto them"?
3. What does our Lord teach us "of forgiving our brother"?

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

The Fairyland of Science, end of Lecture V., "We cannot go a step . . . Water and Ice."

Composition.

1. Write in verse (which must scan), otherwise in prose, upon one of the following,—(a), Prometheus, (b), General Gordon, (c), "Wayland Smith," (d), Sir Francis Drake, (e), "Puck."
2. Write a scene for acting from *Kenilworth*, or, *Westward Ho!*

English Grammar.

1. Analyse, parsing the words in italics,—
“*With the rising of the sun*
Was the noble task *begun*.
And soon *throughout* the ship-yard's bounds
Were heard the *intermingled* sounds
Of axes and of *mallets* plied
With vigorous arms on *every* side.”
 2. Make a list of six strong verbs and six weak verbs.
Give sentences using a past tense of two of each.
 3. Give examples of four different ways of forming the plural in English. How can you account for some of these plurals?
- or, 2. Name the five cases. Use each in a sentence.
3. What does the Tense of a verb denote? Make a Tense Scheme, using the verb *to fly*.

Literature.

1. Tell briefly the story of Canto I. of the *Fairie Queene*, quoting favourite lines where you can.
2. Write a brief account, with quotations, of the fairy scenes of *A Midsummer Night's Dream*.
3. What do you know “of the undertakings of Sir Walter Raleigh with his pen”?

English History.

1. What causes led to the troubles in Queen Mary's reign? Give some account of these troubles. Dates.
2. Show, by a table, the claims which (a), Elizabeth, (b), Mary Queen of Scots had to the English throne. What were the three reasons why Elizabeth was finally established on the throne?
3. Describe briefly (a), the preparations made (i.) in Spain, (ii.) in England for the Armada, (b), how the Armada failed.

General History.

1. Write a brief account of (a), Constantine the Great, (b), Theodoric the Ostrogoth. Dates.
- or, 1. “They were like swallows after the flies,” was said of the Guises. Mention three members of this family, and write a short account of one of them.
2. Give instances to show why Akbar succeeded in bringing India “under one umbrella.” Can you quote any of his wise sayings? Dates.
 3. Write notes, with dates and rough drawings, on objects in museums connected with the time of Hammurabi and Abraham.

Citizenship.

1. The success of Timoleon “came of a most noble and fortunate courage.” Illustrate this from the story of the battle at the river Crimessus.
2. (*Only for children who have read “Ourselves.”*) Give examples to illustrate in what ways we must show justice to others.
3. Give some account of the beginnings of city life in Greece.

Geography.

1. Give a map of Germany, showing the changes brought about by the late War. Put in boundaries, physical features and chief towns. Describe the districts of the Harz Mountains and of the Schwarzwald.
2. Describe a journey from Paris to Rome, with a rough sketch map.
3. Explain fully “how soil is made.”

Natural History and Botany.

1. What are the characteristics of the birds classed as, (a), swimming and web-footed, (b), waders? Give a list of any you have seen, and describe two in detail.
2. Give a short account, with drawings, of the tissues that build up the plant body.
3. Describe some of the ways in which plants protect themselves against loss of water. Drawings.

General Science.

1. Write a short account of the discovery of Neptune. What planets have you noticed yourself this term? Near what constellations did each lie?
2. How can we easily illustrate the weight of our ærial ocean? Explain the construction of a barometer, with a diagram.

Picture Study.

Describe “Jacob and Isaac,” by Ribera.

French.

1. Describe in French, (a), an incident from *L'Histoire du Vêritable Gribouille*, or, (b), “Le Pique-nique.”
 2. Translate *L'Enseignement Littéraire du Français*, p. 9, “They spend . . . of dust.”
 3. Make sentences, using the plurals of,—*hibou, clou, éventail, travail, bal, ciel, nez, oiseau*.
- or, 2. Rewrite Chapuzet, Lesson xxix., first paragraph, using the perfect tense throughout.
3. Write sentences about “La fête au village,” introducing the third person singular of the Present Indicative of,—*épeler, mener, jeter, acheter, lever*.

Latin.

1. Translate (1) Cæsar exhorted his soldiers that they should fight bravely. (2) The king is greater than all. (3) Having conquered the Gauls, Cæsar came to Italy.
2. (a), Translate *Gradatim*, Story 101, from "Inveniuntur" to "traxerunt." (b), Pick out the participles in this and say with what nouns they agree.
3. Read the Latin of question 2, then write, in Latin, a narration.

German.

1. Describe in German "Die Königswahl" (see picture on p. 68, Siepmann).
2. Make German sentences using the following,—at a quarter to three; half past six; twenty minutes to four; at five o'clock; on Monday; in Spring.

or, Italian.

1. Write a short Italian conversation about Italy.
2. Translate Exercise XI. (p. 37, Perini), "Where did you buy . . . he meets me."

Arithmetic.

1. Simplify $1\frac{1}{2} + \frac{3}{4}$ of $\frac{1}{16} - (\frac{3}{8} + \frac{2}{3})$.
2. Find the value of $\pounds\frac{4}{5} + \frac{5}{12}$ guin. $-\frac{5}{8}$ fl. $+\frac{3}{5}$ hf. cr.
3. A boy spent $\frac{3}{4}$ of his money and then half of what remained after that. He had 5d. left. How much had he at first?

Geometry.

1. The opposite sides of a parallelogram are equal and each diagonal bisects the parallelogram.
2. If three parallel straight lines make equal intercepts on any transversal they make equal intercepts on any other transversal.
3. BD is a diagonal of any parallelogram ABCD. Through X, the middle point of BD a straight line is drawn parallel to AD and BC, meeting AB and CD at F and G respectively. Prove that FG is bisected at X.

Algebra.

1. When $x=2$ find the value of $x^3 - 3x^2 + 5x$.
2. If $a=3$, $b=4$, $c=2$, $x=0$ find the value of $2a^2bc - \frac{(a+c)^2}{(b-c)^2} + \frac{3c^3}{8ab} - 2b^2x$.
3. Add together $3a^3 - 5a + 6$; $2a^2 + 11a - 9$; $-5a^3 - 2a^2 - 5a + 3$.

Painting. (All work should be done with brush and in colour.)

1. An original illustration for *A Midsummer Night's Dream*.
2. (a), "A Block in the Traffic," or, (b), a winter tree study.

Musical Appreciation.

What (a), songs, (b), pianoforte works by Schubert have you heard? Write notes on one of each.

Recitations.*

Father to choose two Bible passages and a poem, or, a scene from *A Midsummer Night's Dream*.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 5th. Papers to be posted on Saturday, the 10th, with no other enclosure.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the papers for each child are not fastened together, (c), the name of the member does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes should be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.